



# Our Community

## Kindergarten – Gr. 2 Program Guide

Presented by  
Transcona Museum

## PROGRAM OVERVIEW

What does it mean to be part of the community of Transcona? Students have the opportunity to explore the history of their community as they get up close with artifacts that tell the story of Transcona, from early settlers to present day.

## AUDIENCE

- Kindergarten, Grade 1 – Grade 2

## MANITOBA CURRICULUM CONNECTIONS

### SOCIAL STUDIES

Kindergarten:

- Cluster 2: The People Around Me: Stories and Celebrations
- Cluster 3: The World Around Me: Landmarks in My Community & Canada, Our Country

Grade 1:

- Cluster 1: I Belong: Personal Identity & Connections to the Past
- Cluster 2: My environment: My Province and Country, My Community
- Cluster 3: Connecting with Others: Respect, Responsibility, and Rights, & Getting Along

Grade 2:

- Cluster 1: Our Local Community: Characteristics of Communities, Stories of the Past, Culture and Heritage, contributing to our Communities, Leadership
- Cluster 2: Communities in Canada: Features of Canadian Communities, Diversity and Change

### SCIENCE

Grade 1:

- Cluster 3: Characteristics of Objects and Materials

## PROGRAM OBJECTIVES

At the end of the program, students will...

### Kindergarten

- Identify groups in which people live, work, and play together
- Recognize that they can learn from stories of the past
- Demonstrate interest in stories of the past
- Describe the location of their home in relation to familiar landmarks
- Identify familiar places and landmarks
- Recognize that they live in a country called Canada

### Grade 1

- Give examples of groups with which they identify
- Identify family connections to previous generations
- Value the stories, languages, traditions, and celebrations of their families and communities
- Value stories of the past as an important way to learn about the present
- Identify Manitoba as their province and Canada as their country.
- Identify characteristics of communities.
- Respect their own and others' property.
- Respect rules and laws in their school and community
- Use appropriate vocabulary related to their investigations of objects and materials
- Include: characteristic, wood, metal, plastic, cloth, waterproof, absorbent, rigid, pliable, join, recycle
- Explore and describe characteristics of materials using their sensory observations
- Evaluate and describe the usefulness of common objects for a specific task

### Grade 2

- Identify the defining characteristics of communities
- Describe characteristics of their local communities
- Relate stories of significant events and people in their local community's past
- Value personal connections to stories of their community's past
- Values the contributions of individuals to their communities
- Identify leaders in their communities.
- Identify common features of Canadian communities
- Identify ways in which life in Canadian communities has changed over time.

## PROGRAM FORMAT

TOTAL DURATION ~ 1 HOUR OR 1.75 HOURS IF WALKING TOUR IS ADDED

### 1. INTRODUCTION ~ 5 minutes

- Welcome students to the Transcona Museum
- Expectations and rules at the museum

### 2. EXPLORE THE MUSEUM GALLERIES ~ 15 MINS

- Students will explore the museum galleries and display in either a scavenger hunt or in stations around the museum

### 3. ARTIFACTS ~ 30 minutes

- Students gather in the back gallery. Together, students and museum educator will brainstorm the function of objects related to the following historical moments using inquiry-based learning as a pedagogical model:
  - 1. Settlers and Early Settlement
  - 2. Railway History
  - 3. Modern Transcona
  - 4. Transcona's Centennial

\*Different artifacts are used for different grade levels

### 4. CRAFT ACTIVITY ~ 10 minutes

- Students will then make a community mural they can take back to school made up of individually decorated train cars that combine to make one long train.

### 5. Walking Tour ~ 30-45 Mins

- This optional extra will take the class through the downtown business district of Transcona.
- Discover stories of people, businesses and events that helped shape Transcona's history and the community.

## WHAT TO EXPECT

### PRIOR TO YOUR MUSEUM VISIT

- Confirmation of education program booking, date, and time, along with pre- and post-program activity package will be sent to teachers via email.
- For groups that are walking, a rain date is also scheduled in case your visit is postponed or interrupted by weather.
- The pre-program activities will help get your class ready for their museum visit.

### ON ARRIVAL

- You will be met on arrival by Museum staff who will lead your program and tour.
- Program fees can be paid by cash, debit, credit card, or cheque payable to the “Transcona Museum”.

### PROGRAMS

- Programs are generally 1 hour long and include a presentation and craft activity. If you wish to add a walking tour then it is an additional 45 mins added to the total program time.
- Groups who book the walking tour option (select programs) should come dressed for the weather.

### FOLLOWING YOUR MUSEUM VISIT

- The post-program activities will help reinforce what the students learned during their museum visit.
- Complete our education program survey (~ 2 minutes). Your feedback will be used to help make our programs more successful for future groups. The link is provided in the program activity package.